

Central Washington University  
Strategic Planning (Unit Explanation)

The Central Washington University Board of Trustees endorsed the [University Strategic Plan](#) on July 22, 2011. An ongoing institutional level committee (Strategic Operations Team) was created Fall Quarter 2011 to monitor strategic implementation, mission and outcome fulfillment, and make recommendations in terms of plan refinement and focus. The next step in the process is to actualize the plan, connect it to institutional budgeting processes, and create an assessment feedback loop to ensure continuous improvement. This will be accomplished by each institutional unit (i.e., division, college, and department) by establishing individual unit strategic plans (USP) that relate to and ensure accomplishment of university objectives and outcomes. While not every university objective may be reflected in every unit's USP plan, it would be assumed that objective(s) from most themes (teaching and learning, inclusiveness and diversity, scholarship and creative expression, public service and community engagement, resource development and stewardship) would be considered for inclusion. Note that academic departments (i.e., units) are expected to develop both department level outcomes and specific student learning outcomes for each degree program it offers. Previous plans should be used heavily in this effort.

**Unit Strategic Plans (USP) Contents**

The following information would be contained in each USP and be listed on the attached template form (See Appendix A): outcomes, indicators, expected performance level, responsible reporting unit, key initiatives and strategies, budget and resource analysis.

- Outcomes: Unit outcomes should clearly articulate what the unit hopes to achieve in relation to a university strategic objective. Outcomes should be coherent and may extend beyond students. Some examples of unit outcomes include:

1. Students will demonstrate the knowledge and skills to be successful in their field.
  2. Faculty and students will be ethical and professional in their behavior.
  3. Students, faculty, alumni, and community partners will openly communicate and collaborate.
  4. Faculty will provide excellent advising services.
  5. The department will increase the external funding it receives from grants and contracts.
- **Indicators:** Outcome indicators describe the data to be collected, analyzed, and evaluated to determine outcome obtainment.
  - **Expected Performance Level:** All assessment indicators should have clear standards (criterion) or expectation against which indicator results will be assessed. This helps units clearly distinguish strengths and challenges regarding outcome achievement and provides feedback for unit change and improvement.
  - **Responsible Reporting Unit:** The identification of specific individuals and/or offices responsible for providing data is important in assuring reporting accountability.
  - **Key Initiatives and Strategies:** The listing of unit activities will guide whether specific actions are working and whether specific initiatives or approaches should be continued, adjusted, or deleted.
  - **Budget and Resource analysis:** The identification of budget and resources (human, physical, monetary) helps guide unit efficiency, need, and cost effectiveness.

### **Unit Reporting**

Once individual USPs are established (June, 2012), an expectation of yearly reporting would occur starting June, 2013. Outcome results would be presented in specific quantitative and/or qualitative terms. Results would be explicitly linked to unit outcomes and compared to already established standards of performance expectation. Reporting of results would also include interpretation and conclusions. In addition, unit improvement in terms of the outcomes

themselves, indicators, performance expectation, strategies and initiatives, and/or budget would be addressed. The yearly USP report would be submitted to the appropriate supervising authority (Dean, Director, Assistant/Associate Vice President, etc.) with an administrative review and response provided prior to the start of the next academic year (September). The reports and accompanying administrative responses will provide the basis for subsequent budgetary requests, justification, and reallocation.

### **Academic Unit Planning**

Although academic departments will create their own USP, they will also need to develop student learning outcome (SLO) plans for each degree program it offers. The following information would be contained in each SLO plan and be listed on the attached template form (See Appendix B): student learning outcomes, methods of assessment, who/what assessed, when assessed, standard of mastery/performance expectation.

- **Student Learning Outcomes:** Outcomes that relate specifically to student learning and behavior (performance, knowledge, attitudes) should be developed to provide information as to what students will know, do, and value at the end of the degree or certificate program. Although outcomes can vary with respect to specificity, they should be written in such a way to be measurable. Generally 5-10 programmatic student learning outcomes is appropriate. Note that many professional organizations provide lists of expected outcomes. These should serve as guides particularly for accredited programs. Some examples of student learning outcomes include:
  1. Students will be able to demonstrate effective oral and written communication skills.
  2. Students can recognize the legal and ethical issues surrounding financial activities
  3. Students can apply financial knowledge, concepts, theories, models, and valuation techniques to personal and business decision-making.
  4. Students are committed to ongoing personal and professional development via participation in club

activities, exchange programs, tours and field trips.

5. Students can use a variety of technologies to access, utilize, and disseminate knowledge.

6. Students will be able to demonstrate effective planning & preparation for developing a teaching plan.

- **Method(s) of Assessment:** The most important factor related to method selection is whether information can be collected that indicates whether students are learning and developing in ways that program faculty and professional associations deem important. Methods should be related to learning goals and the activities that support these goals. Methods should ideally include direct and indirect approaches to provide as complete a picture as possible. Direct measures ask students to display knowledge and skill as they complete the task/instrument (i.e., tests, essays, projects, assignments, etc.). Indirect measures ask students to reflect on learning rather than demonstrate it (i.e., surveys, focus groups, interviews).
- **Who/What Assessed:** The identification of specific populations or items involved in the assessment process is important in explaining context and in making sense of data that is collected. Collecting data from or being able to disaggregate data by various groups (e.g., gender, age, ethnicity, program location or delivery type) is necessary and helps demonstrate that students who complete their programs, no matter where they are or how they are offered have achieved student learning outcomes.
- **When Assessed:** Assessment processes and collection should be regularized and systematic throughout the academic year. This will help programs determine the measure of change it brings about in students and obtain information that can be applied regardless of time of year. In addition, collecting information at natural program transition points (entry into program, mid-program and end-of program assessment) can provide information to determine possible “program added value” related to knowledge, skills, and dispositions. Although not all program goals have to be assessed every year, a regularized schedule is necessary for effective continuous improvement.

- **Standard of Mastery/Performance Expectation:** All assessment methods should have clear standards of mastery (criterion) against which results will be assessed. This helps programs clearly distinguish student proficiency and helps faculty understand areas of programmatic strength and challenge regarding goal achievement and student learning. Clear criteria also provide feedback and information for programmatic change and improvement. Standards of mastery or criterion of achievement may change over time as assessment processes and systems mature and student performance improves.

### **Academic Unit Reporting**

Academic units/departments would complete a USP report and include a section dedicated to student learning outcomes results. Specifically, results would be presented in specific quantitative and/or qualitative terms. Results would be explicitly linked to specific outcomes and compared to already established standards of mastery or performance expectations. Reporting of results would also include interpretation and conclusions and provide discussion as to proposed improvement in terms of pedagogical or curricular areas. Every outcome does not have to be assessed each year, although a plan should be developed so that all outcomes are assessed within a given five-year span. Reports and accompanying administrative responses should provide the basis for subsequent curricular, pedagogical, budgetary requests, justification, and change.

### **Budget/Planning Integration**

The integration of budgeting and resources with unit planning and assessment processes is a necessary and important element of effective institutional mission achievement. Units will be able to submit yearly budgetary requests for strategic initiatives each fall. These requests will be linked to specific core themes and objectives in the CWU strategic plan. Requests will be able to document positive implications for sustainability to the institution (e.g., student credit hours, recruitment potential, etc.) and/or possible cost savings (e.g., overload savings, implications for

NTT assignments, etc.). In addition, requests will describe impacts or needs from other units and a potential exit strategy if the initiative was judged unsuccessful. Yearly budgetary requests for unit level strategic initiatives would be due to division Vice Presidents each fall (November 1). Requests would be categorized, ranked, and sent to the President's cabinet by December 1. The cabinet would decide on funded requests by January 1 of each year.

Appendix A  
Unit Level Strategic Plan Template

**UNIVERSITY CORE THEME: 1. TEACHING AND LEARNING**

<b>UNIVERSITY OBJECTIVE 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>
<b>UNIVERSITY OBJECTIVE 1.2 Enhance the effectiveness of student support services.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>

*\* Only list unit outcomes where applicable to a university related objective.*

**UNIVERSITY CORE THEME: 2. INCLUSIVENESS AND DIVERSITY**

<b>UNIVERSITY OBJECTIVE 2.1 Enhance the environment of inclusiveness for faculty, staff, and students</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>
<b>UNIVERSITY OBJECTIVE 2.2 Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>
<b>UNIVERSITY OBJECTIVE 2.3: Ensure that CWU has an inclusive and diverse curriculum</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>

*\* Only list unit outcomes where applicable to a university related objective.*

**UNIVERSITY CORE THEME: 3. SCHOLARSHIP AND CREATIVE EXPRESSION**

<b>UNIVERSITY OBJECTIVE 3.1 Increase the emphasis on and the opportunities for students, faculty and staff to participate in research, scholarship, and creative expression activities.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>
<b>UNIVERSITY OBJECTIVE 3.2 Increase the external funding received for research, scholarship, and creative expression by faculty, staff, and students.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>

*\* Only list unit outcomes where applicable to a university related objective.*

**UNIVERSITY CORE THEME: 4. PUBLIC SERVICE AND COMMUNITY ENGAGEMENT**

<b>UNIVERSITY OBJECTIVE 4.1 Enhance the commitment and the level of cooperation between the university and external communities.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>
<b>UNIVERSITY OBJECTIVE 4.2 Increase participation in university sponsored life-long learning opportunities.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>
<b>UNIVERSITY OBJECTIVE 4.3 Enhance the efforts of members of the university community to strengthen the economic base of the region and state.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>

\* Only list unit outcomes where applicable to a university related objective.

**CORE THEME: 5. RESOURCE DEVELOPMENT & STEWARDSHIP**

<b>UNIVERSITY OBJECTIVE 5.1 Maximize the financial resources to the University, and assure the efficient and effective operations of the University through financial stewardship.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>
<b>UNIVERSITY OBJECTIVE 5.2 Develop and implement enrollment management and marking plans that meet the enrollment objectives of the university.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>
<b>UNIVERSITY OBJECTIVE 5.3 Ensure the University has human resources necessary to accomplish all university objectives.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>

<b>UNIVERSITY OBJECTIVE 5.4 Provide the facility and technology infrastructure and services appropriate to meet the university objectives, while maximizing sustainability and stewardship.</b>					
<b>Unit Outcomes</b>	<b>Indicators</b>	<b>Expected Performance Level (Criterion)</b>	<b>Responsible Reporting Unit</b>	<b>Key Strategies/ Initiatives</b>	<b>Budget/Resource Analysis</b>

\* Only list unit outcomes where applicable to a university related objective.

Appendix B  
Student Learning Outcome Plan Template

CWU Academic Student Learning Assessment Plan Preparation Form

<b>Student Learning Outcomes</b> (performance, knowledge, attitudes)	<b>Method(s) of Assessment</b> (What is the assessment?)*	<b>Who Assessed (Students from what courses - population)**</b>	<b>When Assessed (term, dates)***</b>	<b>Standard of Mastery/ Criterion of Achievement</b> (How good does performance have to be?)
1.				
2.				
3.				
4.				

\*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

\*\*Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers)

\*\*\*Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)